



APR - JUN 2018  
ISSUE NO. 16

# eLearning Newsletter

NEWS ON THE UNODC GLOBAL  
E LEARNING PROGRAMME

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## UNODC Global eLearning Programme in numbers April - June 2018

<b>37,850</b>	Registered Users
<b>17</b>	Languages Available
<b>389</b>	Training Modules
<b>14,437</b>	Hours of eLearning Training Delivered in 2017/2018
<b>197</b>	Countries Connected to the Programme
<b>23</b>	Mobile Training Units
<b>9</b>	eLearning Centres
<b>493</b>	Social Media Communications (Twitter/Facebook)

# Blended Learning in UNODC Capacity Development

**June 1, 2018**

In recent years, 'blended learning' has become a buzz phrase in education. For the context of this article, blended learning is defined as an educational method that combines online with traditional face-to-face training.

UNODC is increasingly using blended learning to deliver capacity building training; there are many reasons behind this shift:

- Blended learning is more cost effective and efficient compared to traditional methods. The online portion of the training can be delivered to an unlimited number of learners without decreasing the quality of delivery or adding any additional costs. Class time costs can be halved, reducing travel costs.
- Blended learning helps reduce the time that learners need to be away from work; the rate of completion for blended learning is considerably faster compared to traditional classes.
- Blended learning simplifies certified training that needs to be renewed every few years. Learners can use eLearning to revise the course material; face-to-face class time can therefore be used for the assessment alone.
- Blended learning ensures standardisation of training and ensures that all learners have a similar baseline level of knowledge. This makes it easier to track what trainees have learned, to ensure that learners have access to the same background information and resources, and that training is in line with United Nations standards and norms. In traditional face-to-face training, trainers often change the way they deliver training from one group to another and change their learning materials. Online modules, on the other hand, are designed by substantive and education experts and are evaluated, piloted and revised before dissemination to ensure maximum quality, accuracy, and time efficiency.
- Blended learning maximises learning outcomes. It can be applied using online modules to deliver theoretical training and subsequently followed up with face-to-face class time where learners practice and share experiences. Class time becomes a space for trainers to share expertise rather than delivering theoretical information, giving learners more opportunities to practice and ask questions.



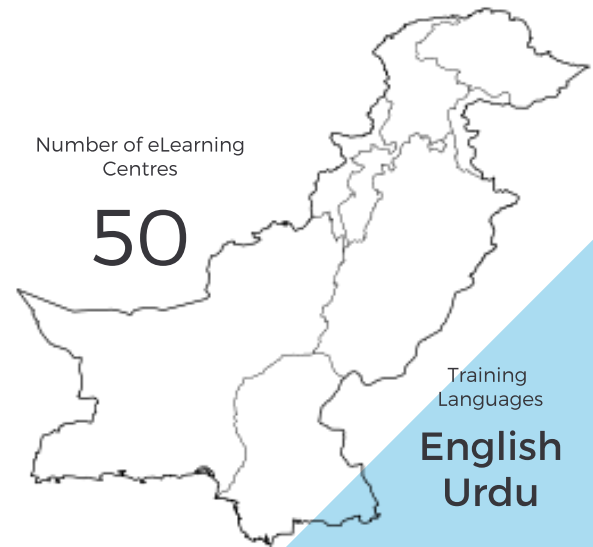
The integration of UNODC eLearning courses into blended learning is an effective way to ensure that learning objectives are achieved. UNODC's Global eLearning platform now contains over 350 modules covering all of UNODC's mandate areas and our courses are designed to assist Member States in addressing human and security challenges. The UNODC Global eLearning Programme team is continually producing new modules and delivering on-line and off-line training to users and to course managers. The team not only monitors learners' progress, generates reports on course completion and gathers feedback on the learners' experience, but our learning management tool also assesses learners' knowledge on the topic. When learners pass a final assessment, they each receive an official certificate of completion issued by UNODC. This feature not only motivates learners but also demonstrates successful knowledge transfer and facilitates reporting. Institutions can use the certificate provided by UNODC as a prerequisite for moving to the next segment of learning. This ensures that all learners in a physical class have the same level of baseline knowledge on the topic at hand.

Moving towards blended learning in UNODC brings the best out of two worlds. The UNODC Global eLearning Programme modules are designed with learning objectives at the core. Our courses ensure standardised training in line with United Nations standards and norms, consistency of delivery, mainstreaming of human rights and gender in training, reduce training time and costs, and facilitates effective reporting through monitoring of learners' progress. Face-to-face classes bring learners in contact with experts, who can now dedicate class time to practical training and to share experiences, increasing overall effectiveness and impact of training.

# Blended Learning in Training for Field Officers in Pakistan

**May 9, 2018**

ISLAMABAD - the Global eLearning Programme in partnership with the UNODC Country Office Pakistan has localised a series of UNODC eLearning modules on land interdiction techniques and smuggling of migrants into Urdu. These eLearning courses are now being delivered online to law enforcement officers in Pakistan through a country-wide network of eLearning centres and blended with the contents of specialised training workshops for more effective and standardised transfer of knowledge across all regions and agencies in Pakistan.



An inter-agency training workshop on “Financial Investigation of Assets on Human Trafficking and Migrant Smuggling” was held on 17-18 April 2018 in Lahore, Pakistan. The training included UNODC eLearning modules on smuggling of migrants. The modules helped to build common understanding between the participants on the modus operandi of those engaged in smuggling of migrants, the requirement to treat the smuggled migrant as a victim of crime, the use of specific investigation techniques including financial investigations and the use of international cooperation against the networks involved in the illicit trafficking of persons.

A training workshop on “Illicit Drug Trafficking & Diversion of Precursors” was held on 25-27 April 2018, in Peshawar, Pakistan. In addition to lectures and presentations delivered by experts at the workshop, UNODC eLearning courses were instrumental in developing the participants’ baseline level of knowledge on identification and interdiction of precursors chemicals and ensuring a common understanding. Participants rated the workshop, which encompassed the versatility of a blended learning approach including lectures, presentations and self-paced eLearning modules, as very effective, and they gained new knowledge and learned international best practices on controlling the illicit trafficking of drugs and precursors.

# Blended Learning Activities in the West and Central Africa Region

**June 1, 2018**

The Global eLearning Programme in partnership with the UNODC Regional Office for West and Central Africa, has launched a pilot project to use blended learning in regional training activities through the incorporation of eLearning into training courses. This pilot is part of the UNODC-implemented project entitled “Support to ECOWAS Regional Action Plan on illicit drug trafficking, organized crime related to it and drug abuse in West Africa,” funded by the European Union.

The objective of this pilot is to contribute to strengthening capacity of law enforcement officials to fight against illicit drugs and offers a complementary training platform where officials can receive training on a regular basis on

drug related issues. The broader objective of this pilot is to mainstream the use of UNODC eLearning modules in regional programmes and projects.

Using UNODC eLearning modules is projected to increase the number of end users and lead to an increase in project and programme beneficiaries, to make training more effective and to increase the level of knowledge transfer, since every learner is able to take the courses at their own pace. The pilot will create opportunities to make more effective use of the limited face-to-face time that trainers have with learners, by using eLearning to deliver theoretical training and using class time for practice and sharing of experiences.





# Global eLearning Team presents the Programme during the Commission on Crime Prevention and Criminal Justice 2018

May 14-18, 2018

A successful exhibition in the 27th Session of the Commission on Crime Prevention and Criminal Justice provided an opportunity for the Global eLearning Programme team to establish new contacts and form new partnerships. This year's thematic discussions focused on criminal justice responses to prevent and counter cybercrime. The eLearning exhibition demonstrated current activities and distributed promotional materials summarizing the role of eLearning in raising awareness and knowledge in these focus areas, in particular on available courses we offer to raise knowledge on and combat cybercrime.

The Global eLearning Programme supports the implementation of Agenda 2030 for Sustainable Development, "a plan of action for people, planet and prosperity." Our courses are universal and suitable for Member State institutions, United Nations staff, universities and other actors. The modules are continuously being translated and localised to different languages to make them more accessible and suitable for different contexts. Currently, our courses are

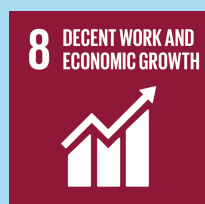


Left to right: Ms. Anastasia Spiegalskaya, Ms. Reem Abou Elenain

available in up to 17 different languages including English and all the United Nations official languages. The Global eLearning Programme typically delivers its courses via an online platform, but also provides services to remote regions that do not have access to stable internet connections through an offline mirror platform. Our courses can be delivered as standalone to provide or can be readily integrated with other existing training available globally to provide a blended learning experience, widening the audience of the training, and cut down on their costs and time. The Global eLearning Programme strives to reach and benefit a wide audience by providing a number of free courses, including on Human Rights, Anti-Corruption, HIV/AIDS and Gender Issues. In doing so, the Global eLearning Programme contributes to the achievement of Sustainable Development Goals: 5 (Good Health and Well-Being), 8 (Decent Work and Economic Growth), 10 (Reduced Inequalities), 16 (Peace, Justice and Strong Institutions) and 17 (Partnerships).



Photo: UNODC



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